Structured summary

Your name, title, rank, department, section:
Wanda Maximov, MD/PhD
Assistant Professor, Department of XYZ
Section of ABC

List of Research Activities	
Research Questions	**Summary of evidence of impact, role in study and dissemination**
Research Question no. 1: Do residency selection criteria predict performance in an OB-GYN residency?	**Impact**: The study showed a significant correlation between resident selection criteria used to determine order on the rank list and resident performance. The rank order prioritization is based on many different criteria which we will continue to use. The incoming residents from a lower rank order will be offered coaching. **Role on Study:** I designed the study, submitted IRB, conducted the study, and wrote the paper. **Dissemination:** 1. Abstract poster presentation APGO/GREOG Meeting. Orlando, Florida. March 2019 Maximov W, Young H. Do Residency Selection Criteria Predict Resident Performance in an OB-GYN residency? 2. Oral presentation at TEACH-S 2019
Research Question no. 2: What are the outcomes of combining physician assistant students with medical students in a first year problem based learning course?	**Impact**: There were positive outcomes for both allied health students and medical students at the end of the course. Most of the students in both groups felt they benefitted from the inter-professional learning experience. This will allow for further integration of curriculum and learning experiences saving faculty time and encouraging interprofessional teamwork skills. **Role on Study:** The study was designed by me and Dr. Old. I submitted the IRB, designed, and conducted a survey as well as was the focus group facilitator. The statistics were analyzed by Dr. Old and we prepared the abstract and publication together. **Dissemination:** 1. Maximov W, Old H. Inclusion of physician-assistant students in a large medical school's problem based learning course-Lessons learned. MedEdPublish.

	06/06/2017, 6 (2), Paper No: 32, DOI: https://doi.org/10.15694/mep.2017.000094. 2. Abstract poster presentation. AAMC Learn, Serve, Lead Annual Meeting 2015. Interprofessional education in a problem based learning course-Lessons learned.
Research Question no. 3 Will students completing a problem-based, cancer prevention elective have higher retention and recall of topic content than students just completing the required medical school pre-clinical curriculum?	**Impact:** Students who completed the elective had significantly higher scores on knowledge assessment. The findings of this study resulted in the online modules being included in the standard curriculum for the medical school course. The online modules have been shared with colleagues at XYZ medical schools and incorporated into their pre-clinical curriculum as well. **Role on Study:** I developed and applied for approval for this new pre-clinical elective. I developed the curriculum with online modules about common cancers. I collected the performance data for the students who undertook the elective and random control students. Dr. Young helped analyzed the data with statistical analysis. I wrote the first draft of the paper and it was edited by Dr. Olde. **Dissemination:** 1. Maximov., W. Young J., Olde J. (2017) Online modules on cancer prevention topics adds to traditional curriculum. Medical Education Online, Dec; 24 91):1679945. Doi:10.1080/10872981.2017.1679945
Research Question no. 4 How valid is a 5-station clinical performance examination (CPX) to measure student application of a conceptual model for primary care clinical visits?	**Impact**: Results of the study were used to continuously improve the clinical cases in the CPX stations. The examination was included in the process to determine readiness for clinical rotations for students. **Role on Study:** The idea was conceived by junior author Dr. Kidd. I assisted her in study design and IRB submission. The CPX station cases were developed by Dr. Kidd under my guidance. The implementation of the CPX was done by Dr. Young. Data collection, analysis, abstract preparation and writing of publication was done jointly by Dr. Kidd, Dr. Young, and myself. **Dissemination:** 1. Poster presentation at BCM Academy of Distinguished Educators Annual Showcase 2018. Received one of the 3 awards given for the most outstanding poster.

	2. Kidd J., Maximov W., Young J. Journal of Primary Care & Community Health. January 2020. doi:10.1197/21545327211017000
Research Question no. 5 Are the educational leaders in a medical school representative of the diversity of the trainees?	**Impact**: The results of this study were presented to the Diversity and Inclusion Committee at the institution. This resulted in plans to change how the selection of academic leaders are done. **Role on Study:** I help with data collection and contributed to the abstract and publication. **Dissemination:** 1. Oral presentation at Southern Group on Educational Affairs Annual Meeting 2019 March. Augusta, GA 2. Odinson T, Van Dyne J., Maximov W., Pym HJ. Diversity in medical school leadership: embracing inclusion. GMS J Med Educ. 2020;44(7):Doc18. Published 2020 Sept 16. doi:10.4209/zma001322
Research Question no. 6 Does mastery-based learning and deliberate practice lead to competency in performance of thoracentesis among internal medicine residents?	**Impact**: This study showed the benefit of mastery based learning combined with deliberate practice in achieving measure of competency prior to performing procedures on patients. It increased the self-reported confidence of trainees and potentially improves patient safety. **Role on Study:** This was a multi-institutional study. I co-wrote and obtained an educational grant from the Internal Medicine Program Director Society. I helped to design the study, participated in data collection and manuscript collection. Collaborators from 5 institutions contributed to study design and data collection and final manuscript editing. **Dissemination:** 1. Banner R., Maximov W., Rogers S., Barton C., Stark A. Simulation based mastery learning using deliberate practice improves competency of internal medicine trainees on performance of thoracentesis as compared to boot-camp. Presentation at the 2019 annual meeting of Society of General Internal Medicine. March 2019.

Discussion of Breadth

My research shows a breadth of themes and questions, study subjects and research methodology. I have published in specialty journals as well as medical education journals.

Structured Abstract #1:

Research Question 1: Do residency selection criteria predict performance in an OB-GYN residency?	
Investigation	This investigation was undertaken to establish that the system for ranking resident applicants in the OB-Gyn residency program is predictive of resident performance, to determine which factors in the residency selection process most adequately predict future performance in residency and identify those who may need additional coaching and mentoring. The overall aim was to help ensure selection of resident applicants most likely to succeed.
Methods	A retrospective analysis of resident applicants that matched in our residency program was conducted. Thirty-three residents that had completed greater than two years of the program were included. The application variables of these 33 residents were reviewed including number of publications, research experience, USMLE scores and attendance at a top 10 medical school in women's health. The residents' performance during residency was scored based on their performance scores on our residency competency assessment tool. Rank order was compared to residence performance scores.
My Role in Research Project:	I conceived of the idea, designed the study, obtained IRB approval, and collected and prepared the data. Dr. Young helped with the study design and statistical analysis. I prepared the final abstracts for submission.
Estimate of hours spent:	I spent approximately 20 hours on the project design and IRB submission, 40 hours to collect and prepare data and 10 hours to prepare and edit the abstract.
Results:	A significant correlation existed between rank order and resident performance, indicating that applicants ranking in the top category on the rank list had the highest resident performance scores.
Impact of Findings:	Due to this study, the residency program will continue to use current criteria to determine rank order list. Additionally, incoming residents who were lower on the rank order list will be offered additional mentorship and coaching.
Dissemination 1:	1. Abstract poster presentation APGO/GREOG Meeting. Orlando, Florida. March 2019. Maximov W, Young H. Do Residency Selection Criteria Predict Resident Performance in an OB-GYN residency?
Dissemination 2:	2. Oral presentation at TEACH-S 2019-UTMB Galveston, TX

This is an example of one completed structured abstract for the first research question in the structured summary. You will need to complete a separate structured abstract for each of the research questions listed in your structured summary.